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ABSTRACT

In 1979 the Research Institute for Studies in Education (RISE) began work to develop a comprehensive model for evaluating teacher education programs at Iowa State University. As an initial step in this comprehensive evaluation effort, RISE began compiling a profile of students in teacher education at the university. This profile includes descriptive data on student personal, academic, and program characteristics at three major points in their careers as teacher education students: (1) students enrolled in their first education course during the academic year 1981-1982; (2) students enrolled in and admitted to teacher education as of April 1982; and (3) students graduating from teacher education, academic year 1981-1982. Results are presented on tables accompanied by brief narrative summaries. (JD)

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Profile II—Teacher Education Students Academic Year 1981-82

General Frequency Report

Report No. 4 in the Iowa State University
Teacher Education Evaluation Project
August 1982

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PROFILE II - TEACHER EDUCATION STUDENTS
ACADEMIC YEAR 1981/1982
General Frequency Report

Prepared by

Personnel of the
Research Institute
for Studies in
Education

*
* Report No. 4 in the Iowa State University *
* Teacher Education Evaluation Project *
*

Research Institute for Studies in Education
College of Education
Iowa State University
Ames, Iowa
August 1982

PREFACE

In 1979 the Research Institute for Studies in Education (RISE) began work to develop a comprehensive model for evaluating the Teacher Education Program at Iowa State University. This project was conceived to be a longitudinal study designed to measure and compare student attitudes, competencies, personal characteristics, and employment histories as they progress through the program and through their careers.

As an initial step in this comprehensive evaluation effort, RISE began compiling a profile of students in teacher education at Iowa State University. This profile includes descriptive data on student personal, academic, and program characteristics at three major points in their careers as teacher education students. The information for two of these points was obtained by administering questionnaires to students; these questionnaires were administered to students enrolled in their first education course (El Ed/Sec Ed 204), to students formally admitted to the program, and to students at the time of their graduation from the program. In addition, records of graduates and students who had been admitted to the program were examined.

The first "Profile of Teacher Education Students" summarized characteristics of the three groups of students during the 1980/81 academic year. This report presents similar information on these groups for the 1981/82 academic year.

The cross-sectional data in this report are presented in three sections; each section focuses on one of the three major points in the profile study. It should be noted that comparisons among these three sections have limited value since they represent three different populations of students. Future reports, however, will present comparisons after longitudinal data is collected on these populations.

Section 1 in the report contains a description of students completing their first education course in Fall or Spring Semesters of the 1981-1982 school year. In Section 2, data are presented about currently enrolled students who had been admitted to teacher education by April, 1982. Data about students who graduated in the Fall or Spring Semesters of the 1981-1982 school year are presented in Section 3.

This study was made possible through the contributions of many people. We are especially appreciative of those who helped with the data collection procedures. The instructors in El Ed/Sec Ed 204, Dr. Charles Kniker, Dr. Glenn Smith, and Arnie Cooper generously agreed to administer the questionnaires to all of their sections each semester. Joyce Holter and Marge McNeil in the Student Services Office of the College of Education helped locate and trace numerous student records.

We are especially indebted to the many persons who agreed to participate as respondents in this study. The willingness of the students involved to take the time to complete questionnaires provided information that will be useful in planning to meet the needs of both current and future teacher education students.

Harold E. Dilts
Richard D. Warren
Ann D. Thompson
Marilyn H. Blaustein

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PROFILE OF STUDENTS ENROLLED IN THEIR FIRST EDUCATION
COURSE DURING THE ACADEMIC YEAR 1981-1982

INTRODUCTION

One of the major objectives of the profile study of teacher education students is to describe the types of students who are initially attracted to the teaching profession. In order to obtain an academic and attitudinal profile of students at the earliest point in their educational careers, questionnaires were administered to students enrolled in their first education course at Iowa State University.

This study focuses primarily on the academic and attitudinal characteristics of these students who have just completed their first teacher education course at Iowa State University. Students enrolled in this course (El Ed/Sec Ed 204, The School in American Life) have in general not yet been formally admitted to the Teacher Education Program, and it is not expected that all students enrolled in the course will apply for admission to the program and earn a teaching certificate. Profile information collected in the El Ed/Sec Ed 204 study will also eventually be used to differentiate between those students who do decide to enroll in teacher education and pursue teaching as a career and those who do not.

Items on the questionnaire were designed to probe the students' academic, family, residential and social backgrounds. In addition the questionnaire contains items asking students about the primary reasons

for enrolling in El Ed/Sec Ed 204, the importance of various characteristics of future occupations, their attitudes toward education, and their long-range career plans.

DATA COLLECTION

The questionnaire was administered to all El Ed/Sec Ed 204 classes at the end of the Fall and Spring Semesters of the 1981-82 school year. Completion of the survey by the students was voluntary, and 313 of the 427 students surveyed (73%) returned a completed questionnaire.

CHARACTERISTICS OF THE SAMPLE

As indicated in Table 1, the El Ed/Sec Ed 204 students surveyed were predominantly female (70%), under 22 (84%), single (90%) and Iowa residents (84%).

Academically, 75 percent of the El Ed/Sec Ed 204 students graduated in the top 25 percent of their high school class with respect to grade point average and 32 percent graduated in the top 10 percent (Table 2). Seven percent reported graduating in the lowest 50 percent of their high school class.

Fifty-five percent of the students reported graduating from high schools with 500 or fewer students while 30 percent reported graduating from schools with 250 or fewer students (Table 2). Thirty-one percent of the students reported graduating from a high school with over 1,000 students.

Nearly 28 percent of the El Ed/Sec Ed 204 students entered Iowa State as transfer students, while nearly 70 percent entered as first semester

TABLE 1
Characteristics of the Respondents

CHARACTERISTIC/GROUPING	NUMBER	RELATIVE (PCT)	ADJUSTED* (PCT)
SEX			
Female	220	70.3	70.5
Male	92	29.4	29.5
Not specified	1	0.3	****
TOTAL	313	100.0	100.0
AGE			
18	34	10.9	10.9
19	101	32.3	32.5
20	95	30.4	30.6
21	32	10.2	10.3
22 thru 29	44	14.1	14.2
30 and over	5	1.6	1.6
Not specified	2	0.6	****
TOTAL	313	100.0	100.0
MARITAL STATUS			
Single	282	90.1	90.4
Married	30	9.6	9.6
Not Specified	1	0.3	****
TOTAL	313	100.0	100.0
CURRENT IOWA RESIDENCE			
Yes	261	83.4	83.9
No	52	16.6	16.6
TOTAL	313	100.0	100.0

* The percentages in the "ADJUSTED PCT" column have been calculated based on the number of respondents remaining after eliminating missing answers (including "Not specified" and "Not applicable").

TABLE 2
Self Report of Academic Characteristics

CHARACTERISTIC/GROUPING	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
HIGH SCHOOL RANK			
Upper 10%	98	31.3	31.7
Upper 11-25%	134	42.8	43.4
Upper 26-50%	55	17.6	17.8
Upper 51-75%	20	6.4	6.5
Lower 25%	2	0.6	0.6
Not specified	4	1.3	****
TOTAL	313	100.0	100.0
HIGH SCHOOL SIZE			
0-100	22	7.0	7.2
101-250	69	22.0	22.5
251-500	79	25.2	25.7
501-1000	43	13.7	14.0
Over 1000	94	30.0	30.6
Not specified	6	1.9	****
TOTAL	313	100.0	100.0

freshmen (Table 3). Thirty-seven percent of those entering as transfers entered with a self-reported grade point average above 3.0.

The reports of student job experience presented in Table 4 indicate that 73 percent of the El Ed/Sec Ed 204 students had been employed in a full-time job, although the length of this employment was less than one year in 53 percent of the cases. Service and private household work was the most common job classification, followed by clerical and farm labor.

Nearly six percent of the El Ed/Sec Ed 204 students had been employed in professional or technical work.

TABLE 3
Transfer Students' Characteristics

CHARACTERISTIC/GROUPING	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
CHARACTERISTICS WHEN FIRST ENTERED			
Entered as first semester freshman	218	69.6	69.9
Entered as transfer	86	27.5	27.6
Entered with BA or BS	8	2.6	2.6
Not specified	1	0.3	****
TOTAL	313	100.0	100.0
TRANSFER STUDENTS' GPA AT TIME OF TRANSFERRING INCLUDING THOSE WITH B.A. OR B.S.			
Above 3.5	7	7.4	7.6
3.01-3.5	27	28.4	29.3
2.51-3.0	39	41.0	42.4
2.01-2.5	17	17.9	18.5
Below 2.00	2	2.1	2.2
Not specified	3	3.2	****
TOTAL	95	100.0	100.0

Concerning long-range career plans (Table 5), approximately 84 percent of the 204 students included teaching and/or educational administration or counseling in their long-range career plans, while about 14 percent

TABLE 4
Full-time Job Experience

JOB EXPERIENCE	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
FULL-TIME JOB EXPERIENCE			
Never	85	27.2	27.3
Occasionally	164	52.4	52.7
Continuously for 1-3 years	44	14.1	14.1
Continuously over 3 years	18	5.8	5.8
Not specified	2	0.6	****
TOTAL	313	100.0	100.0
FULL-TIME JOB CLASSIFICATION			
Professional & technical	12	5.3	5.6
Managers & officials	4	1.8	1.9
Clerical	44	19.3	20.5
Salesworkers	22	9.7	10.2
Craftsmen & foremen	14	6.1	6.5
Operatives	10	4.4	4.7
Service & private household	74	32.5	34.4
Farm laborers & farm foremen	24	10.5	11.2
Unskilled laborers	11	4.8	5.1
Not specified	13	5.7	****
TOTAL	228	100.0	100.0

responded that their long-range career choices lay outside the field of education and one percent were undecided.

When asked which were the two most significant factors influencing their decision to pursue a career in teaching, nearly all of the respondents (98%) mentioned human relations considerations (Table 6).

TABLE 5
Respondents' Long-range Career Plans

CHARACTERISTIC/GROUPING	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
LONG RANGE CAREER PLANS			
Elementary teaching	111	35.5	35.6
Secondary teaching	88	28.1	28.2
K-12 teaching	36	11.5	11.5
College teaching	19	6.1	6.1
School counselor	6	1.9	1.9
School administrator	3	1.0	1.0
Business or industry	10	3.2	3.2
Government employee	3	1.0	1.0
Military	1	0.3	0.3
Homemaker	5	1.6	1.6
Other	26	8.3	8.3
Undecided	4	1.3	1.3
Not specified	1	0.3	****

General areas which were less frequently cited included professional characteristics (32%), personal considerations (27%), academic/ personal interests (24%), and the influence of others (9%).

TABLE 6

Factors Influencing Decision to Pursue Career in Teaching

INFLUENCE CATEGORY	NUMBER	% OF CASES* (N=285)
Human relations	278	97.5
Professional characteristics	90	31.6
Personal considerations	78	27.4
Academic/personal interests	68	23.9
Influence of others	25	8.8
Other	2	0.7

* Percentage of total respondents (N=285) who reported at least one factor which attracted them to a career in teaching

In response to questions about parents' occupations (Table 7), professional and technical work was the most frequently mentioned occupation for students' fathers (29%) and homemaking was the most frequently reported occupation for students' mothers (44%). For fathers, the next most frequently reported occupational classifications were farming and managerial and for mothers, professional and technical, and clerical.

Student reports of extracurricular and non-school activities (Tables 8 and 9) indicate that a high proportion of the students participated in activities during their high school years. Religious activities, music, varsity sports, and intramural sports were mentioned by at least three-fifths of the respondents.

TABLE 7
Parents' Occupations

OCCUPATION	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
FATHERS' OCCUPATION			
Professional & technical	88	28.1	29.0
Managers & officials	54	17.3	17.8
Farmers & farm managers	67	21.4	22.0
Clerical	6	1.9	2.0
Salesworkers	22	7.0	7.2
Craftsmen	33	10.5	10.9
Operatives	21	6.7	6.9
Service & private household	8	2.6	2.6
Laborers	5	1.6	1.6
Not specified	9	2.9	****
TOTAL	313	100.0	100.0
MOTHERS' OCCUPATION			
Professional & technical	74	23.6	24.1
Managers & officials	14	4.5	4.6
Homemakers	135	43.1	44.0
Clerical	55	17.6	17.9
Salesworkers	6	1.9	2.0
Operatives	7	2.2	2.3
Service & private household	16	5.1	5.2
Not specified	6	1.9	****
TOTAL	313	100.0	100.0

TABLE 8
Participation in Activities

ACTIVITIES	NUMBER	% OF CASES (N=308)
Religious activities	211	68.5
School music activities	211	68.5
Varsity sports	208	67.5
Intramural sports	195	63.3
School newspaper/Yearbook	138	44.8
Scouts	136	44.2
Youth camps	124	40.3
Honor society	123	39.9
Student council	115	37.3
4-H	113	36.7
Speech/debate	79	25.6
Cheerleading	74	24.0
Interest clubs	71	23.0
Foreign travel	66	21.4
FFA or FHA	62	20.1
Service clubs	54	17.5
Other	45	14.6

TABLE 9
Leadership Experience in Activities

ACTIVITIES	NUMBER	% OF CASES (N=308)
Religious activities	114	37.0
Varsity sports	102	33.1
Intramural sports	74	24.0
Youth choir or band	69	22.4
Elementary school	68	22.1
4-H	67	21.8
Student government	64	20.8
Youth camps	51	16.6
Scouts	44	14.3
Nursery school	44	14.3
Secondary school	32	10.4
Other	68	22.1

TABLE 10
Current Status on Application to ISU Teacher Education Program

STATUS	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
Have been admitted to the program	56	17.9	18.1
Have applied for the program	20	6.4	6.5
Plan to apply for the program	154	49.2	49.7
Uncertain	39	12.5	12.6
Plan to apply for the program in another institution	11	3.5	3.5
Do not plan to apply for the program	30	9.6	9.7
Not specified	3	1.0	****
TOTAL	313	100.0	100.0

Activities mentioned most frequently for providing leadership experience (Table 9) were religious (37%) and varsity sports activities (33%). The students also indicated that they had gained some leadership experience working with nursery (22%), elementary (14%), or secondary (10%) school students.

Ten percent of the students enrolled in El Ed/Sec Ed 204 did not plan to apply for admission to teacher education (Table 10), and results reported in Table 11 indicate that most students initially enroll in 204 because it is a requirement. In terms of the decision of whether or not to go into teaching (Table 11), 51 percent of the students indicated that experiences in El Ed/Sec Ed 204 had confirmed and/or caused their decision to become a teacher, while 29 percent indicated that the course had no effect on their decision. The remaining 20 percent noted that the course either contributed to their decision not to teach or caused uncertainty regarding their decision to teach or not to teach.

In regard to occupational values, students rated the opportunity to work with people and to help and serve others as the two most important characteristics in a future occupation (Table 12). They also rated challenge, opportunity to use special abilities and aptitudes, control over what I do, and opportunity to be creative and original among the most important job characteristics. Rated least important were social status and prestige and opportunity to earn money. Also rated low were control over what others do and opportunity to effect social change. Students enrolled in El Ed/Sec Ed 204 were asked to detail the characteristics of the best teacher they have ever had (Table 13); the most frequently mentioned characteristics were those associated with

TABLE 11

Reasons for Enrolling in Education 204 and Influence of Education 204 on
Choosing Teaching as a Career

REASON-INFLUENCE	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
REASON FOR ENROLLING			
Requirement	239	76.4	76.4
To obtain more information on teaching	45	14.4	14.4
Advisor's recommendation	19	6.1	6.1
Other	10	3.2	3.2
TOTAL	313	100.0	100.0
DECISION INFLUENCE			
Confirmed the decision to be a teacher	143	45.7	45.8
Caused to decide to become a teacher	17	5.4	5.4
Confirmed the decision not to be a teacher	4	1.3	1.3
Caused to decide not to be a teacher	11	3.5	3.5
Caused uncertainty on the decision to be a teacher	40	12.8	12.8
Caused uncertainty on the decision not to be a teacher	8	2.6	2.6
No effect on decision	89	28.4	28.5
Not specified	1	0.3	****
TOTAL	313	100.0	100.0

TABLE 12

Evaluation of the Importance of Job Characteristics -- Frequency and Percent

CHARACTERISTIC	RANK OF IMPORTANCE*					MEAN
	5	4	3	2	1	
Opportunity to work with people	191 61.4	92 26.6	27 8.7	1 0.3	0 0.0	4.52 (N=311)
Opportunity to help and serve others	170 54.5	127 40.7	14 4.5	1 0.3	0 0.0	4.49 (N=312)
Challenge	146 46.8	146 46.8	19 6.1	1 0.3	0 0.0	4.40 (N=312)
Opportunity to use special abilities or aptitudes	134 43.1	163 52.4	12 3.9	2 0.6	0 0.0	4.38 (N=311)
Control over what I do	130 41.7	151 48.4	29 9.3	2 0.6	0 0.0	4.31 (N=312)
Opportunity to be creative and original	125 40.2	158 50.8	24 7.7	4 1.3	0 0.0	4.30 (N=311)
Responsibility	105 33.7	174 55.8	32 10.3	1 0.3	0 0.0	4.23 (N=312)
Variety in the work	96 30.9	177 56.9	36 11.6	2 0.6	0 0.0	4.18 (N=311)
Opportunity for a stable and secure future	87 27.9	161 51.6	57 18.3	5 1.6	2 0.6	4.01 (N=312)
Opportunity to exercise leadership	76 24.4	163 52.2	59 18.9	14 4.5	0 0.0	3.97 (N=312)
Adventure	75 24.0	131 42.0	91 29.2	14 4.5	1 0.3	3.85 (N=312)
Fringe benefits	62 19.9	153 49.0	80 25.6	15 4.8	2 0.6	3.83 (N=312)
Opportunity for advancement	66 21.2	138 44.2	94 30.1	11 3.5	3 1.0	3.81 (N=312)

TABLE 12

Evaluation of the Importance of Job Characteristics -- Frequency and Percent (Continued)

CHARACTERISTIC	RANK OF IMPORTANCE*					MEAN
	5	4	3	2	1	
Relative freedom from supervision	36 11.5	149 47.8	106 34.0	18 5.8	2 0.6	3.63 (N=311)
Opportunity to effect social change	26 8.3	124 39.7	144 46.2	14 4.5	4 1.3	3.49 (N=312)
Control over what others do	20 6.4	108 34.6	157 50.3	24 7.7	3 1.0	3.38 (N=312)
Opportunity to earn money	17 5.4	95 30.4	161 51.6	33 10.5	6 1.9	3.30 (N=312)
Social status and prestige	11 3.5	95 30.5	162 52.1	37 11.9	6 1.9	3.22 (N=311)

* Very important=5, Important=4, Neutral=3, Unimportant=2, and Very Unimportant=1

TABLE 13

Characteristics of Best Teacher

CHARACTERISTIC	NUMBER	PCT OF RESPONSES (R=856)*	PCT OF CASES (N=297)**
Student relations	284	33.2	95.6
Personal characteristics	176	20.6	59.2
Intelligent/Professional	172	20.1	57.9
Communicate subject materials	111	13.0	37.3
Pupil and class management	106	12.4	35.7
Interpersonal communications	6	0.7	2.0
Other	1	0.1	0.3

* In situations where respondents could provide multiple answers, the "PCT OF RESPONSES" column contains the percent of total responses falling in a particular category.

**The "PCT OF CASES" column contains the percent of respondents who expressed a particular characteristic.

effective relationships with students. Other frequently listed qualities were related to personal characteristics and professional behavior.

SUMMARY AND CONCLUSIONS

This report presents a profile of Iowa State students enrolled in their first education course. Data presented in this report support the following generalizations about students enrolled in their first education course at Iowa State University: These students at Iowa State were academically in the top percentiles of their high school graduating classes, had a history of active participation in extracurricular activities and many also reported previous experience working with children in school situations.

Socioeconomically, the majority of these students came from middle class families; more than two-thirds of the El Ed/Sec Ed 204 students came from families where the father's occupation was listed as professional, technical, managerial or farming.

Students displayed rather nonmaterialistic values in reporting the characteristics they seek in future occupations, with the opportunity to work with and help people rated much higher than the opportunity to earn money or achieve social status and prestige.

Additional investigations must be conducted to identify and trace characteristics of those students who actually remain in teacher education and teaching and to compare the students who continue in teacher education and teaching with those who drop out.

PROFILE OF STUDENTS ENROLLED IN AND ADMITTED TO TEACHER
EDUCATION AS OF APRIL, 1982

INTRODUCTION

Students at Iowa State who plan to pursue a program of study leading to a teaching certificate must apply for and be admitted to the teacher education program by a selection committee. Factors considered in evaluating applications to this program include scholarship (a 2.3 minimum grade point average), character, physical and mental health, and interest in teaching.

This portion of the profile study focuses on the characteristics of all students who have met these admission requirements and who were enrolled in teacher education as of Spring Semester, 1982.

DATA COLLECTION

Data were collected on the population (N=765) of students enrolled in teacher education during the Spring Semester, 1982, from records of the University Admissions and College of Education Student Services Offices. This information includes sex, college, teaching level, classification, quarter/semester admitted and type of admission to teacher education, tentative quarter/semester of student teaching, major, grade point average, high school rank, ACT scores, and number of transfer hours.

CHARACTERISTICS OF THE SAMPLE

Table 14 provides some basic demographic information about students who had been admitted to teacher education as of April, 1982. The majority admitted to teacher education were female (74%), seniors (64%), and were working toward certification at the secondary teaching level (47%).

Fifty-one percent of the students admitted were enrolled in the College of Education. The remaining students were distributed among four other colleges.

Regarding the type of admission to the Teacher Education Program, 93 percent were granted full admission, and seven percent received tentative admission (Table 15). The majority of students (61%) had no transfer hours when admitted to teacher education, while approximately 24 percent transferred 1 to 49 hours (Table 16). Seven transferred over 120 hours.

A higher percentage (33%) of students who had been admitted to teacher education declared elementary education as a major than any other area (Table 17). The second most frequently declared major was physical education (14%), followed by home economics education (10%), preschool/kindergarten (9%) and agricultural education (8%). Less than one percent reported majors in each of the following areas: chemistry, foreign language, general science, psychology, and journalism.

Fewer than four percent had majors in either mathematics or one of the physical sciences. Given the frequency of courses in these areas in the secondary school curriculum it appears that these areas are disproportionately underrepresented in students admitted to teacher education.

TABLE 14

Characteristics of Students in Teacher Education

CHARACTERISTIC/GROUPING	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
SEX			
Female	570	74.5	74.5
Male	195	25.5	25.5
TOTAL	765	100.0	100.0
COLLEGE			
Agriculture	65	8.5	8.5
Design	20	2.6	2.6
Education	392	51.2	51.2
Home Economics	149	19.5	19.5
Science and Humanities	139	18.2	18.2
TOTAL	765	100.0	100.0
YEAR			
Sophomore	27	3.5	3.5
Junior	247	32.3	32.3
Senior	491	64.2	64.2
TOTAL	765	100.0	100.0
TEACHING LEVEL			
N - K	68	8.9	8.9
K - 6	257	33.6	33.6
K - 12	82	10.7	10.7
7 - 12	358	46.8	46.8
TOTAL	765	100.0	100.0

TABLE 15

Type of Admission to Teacher Education Program

TYPE OF ADMISSION	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
Full	713	93.2	93.2
Tentative	52	6.8	6.8
TOTAL	765	100.0	100.0

TABLE 16

Number of Transfer Hours

HOURS	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
None	469	61.3	61.3
1 - 9	72	9.4	9.4
10 - 49	109	14.2	14.2
50 - 100	115	13.8	13.8
101 and over	9	1.2	1.2
TOTAL	765	100.0	100.0

TABLE 17
Teaching Area of Specialization (Major)

MAJOR	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
Elementary Education	254	33.2	33.2
Physical Education	111	14.5	14.5
Home Economics Education	79	10.4	10.4
Preschool/Kindergarten (N-K)	69	9.0	9.0
Agricultural Education	63	8.2	8.2
Social Studies (History, Sociology, Political Science)	33	4.3	4.3
Industrial Education	33	4.3	4.3
English	21	2.7	2.7
Art	20	2.6	2.6
Biology	19	2.5	2.5
Mathematics	18	2.3	2.3
Music	16	2.1	2.1
Speech	14	1.8	1.8
Chemistry	5	0.7	0.7
Foreign Language	4	0.5	0.5
General Science	2	0.3	0.3
Psychology	2	0.3	0.3
Journalism	2	0.3	0.3
TOTAL	765	100.0	100.0

Tables 18 and 19, contain information about the academic qualifications of these students. Fifty-two percent of the students in the Teacher Education Program had a cumulative grade point average of 2.76 or above when admitted to the program, while 27 percent had grade point averages of 2.5 or below (Table 18). At the time of this study, 60 percent had a cumulative grade point average of 2.76 or above, and 20 percent had grade point averages of 2.5 or below (Table 19).

The data on the percentage rank of teacher education students in their high school graduating class (Table 20) reveal that 27 percent ranked in the top 10 percent and over half (52%) ranked in the upper 20 percent of their high school graduating class. Nine percent ranked in the lower half of their graduating class.

Based on ACT scores reported in Table 21, eighty-eight percent of the teacher education students who took the ACT test scored at or above the national average score of 17.2 for students planning to major in education fields (Sawyer, p. 74). The average ACT score for the teacher education students was 21.7, slightly below the 23.4 average for freshmen entering Iowa State in the Fall of 1981, according to data recorded by the Iowa State University Test and Evaluation Services. No ACT data are available on 22 percent of the students who had been admitted since transfer students are not required to submit ACT scores for admission to Iowa State.

The majority of students (68%) enrolled during the Spring Semester, 1982, had been admitted between Spring, 1981 and Spring, 1982; four percent had been admitted before Spring, 1980 (Table 22). The data indicate that the majority of students currently enrolled in teacher

TABLE 18

Cumulative Grade Point Averages at Time of Admission to Teacher Education

GRADE POINT AVERAGES	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
3.76-4.00	36	4.7	4.7
3.51-3.75	36	4.7	4.7
3.26-3.50	85	11.1	11.1
3.01-3.25	104	13.6	13.6
2.76-3.00	134	17.5	17.5
2.51-2.75	163	21.3	21.3
2.30-2.50	163	21.3	21.3
**Less Than 2.30	44	5.8	5.8
TOTAL	765	100.0	100.0

** Students may be admitted to teacher education on a tentative basis with a grade point average between 2.0 and 2.29. These students on tentative admit status must raise their grade point average to 2.3 in order to remain in the program.

education have been in the program for less than a year. Thus it appears that most students complete the teacher education program within one or two years of formal admission to the program.

TABLE 19

Cumulative Grade Point Averages at Time of Study

GRADE POINT AVERAGE	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
3.76-4.00	35	4.6	4.6
3.51-3.75	55	7.2	7.2
3.26-3.50	90	11.8	11.8
3.01-3.25	130	17.0	17.0
2.76-3.00	150	19.6	19.6
2.51-2.75	148	19.3	19.3
2.30-2.50	110	14.4	14.4
Less than 2.30	47	6.1	6.1
TOTAL	765	100.0	100.0

TABLE 20
Percentage Rank in High School Graduating Class

PERCENTAGE RANK	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
1	20	2.6	3.1
2	13	1.7	2.0
3	9	1.2	1.4
4	21	2.7	3.3
5	15	2.0	2.4
6	14	1.8	2.2
7	22	2.9	3.5
8	18	2.4	2.8
9	20	2.6	3.1
10	22	2.9	3.5
11-15	88	11.5	13.9
16-20	70	9.2	11.0
21-25	64	8.4	10.1
26-30	48	6.3	7.6
31-35	39	5.1	6.1
36-40	33	4.3	5.2
41-50	59	7.7	9.3
51-60	35	4.6	5.5
61-70	17	2.2	2.7
71-80	4	0.5	0.6
81-100	4	0.5	0.6
Not specified	130	17.0	****
TOTAL	765	100.0	100.0

TABLE 21
ACT Scores for Students in Teacher Education

SCORE	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
28 and above	48	6.3	8.0
26-27	64	8.4	10.7
20-25	299	39.1	50.0
17-19	114	14.9	19.1
16 and below	73	9.5	12.2
Not available	167	21.8	****
TOTAL	765	100.0	100.0

Mean = 21.73 (N=598)

TABLE 22

Quarter/Semester of Admission to the Teacher Education Program

SEMESTER ADMITTED	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
Spring, 1982	160	20.9	20.9
Fall, 1981	200	26.1	26.1
Spring, 1981	162	21.2	21.2
Winter, 1981	77	10.1	10.1
Fall, 1980	71	9.3	9.3
Spring, 1980	64	8.4	8.4
Before Spring 1980	31	4.0	4.0
TOTAL	765	100.0	100.0

SUMMARY AND CONCLUSIONS

Seven hundred sixty-five students were admitted to and enrolled in teacher education as of April, 1982. The majority of these students were female, were enrolled in the College of Education, and were seniors. More graduates planned to teach at the secondary level than at any other level.

Elementary education was the most frequently declared major, followed by physical education and home economics education. Mathematics and physical science majors appeared to be disproportionately underrepresented among the students preparing to teach at the secondary level.

Academically, these students ranked quite high with 52 percent in the top 20 percent of their high school graduating classes with respect to grade point average. Sixty-nine percent of those taking the ACT test scored at or above 20 and twelve percent scored below 17.

These initial data describing students currently enrolled in the program will be supplemented with data from future studies probing the relationship of selected variables to student attitudes toward the program and success in the program and in teaching.

PROFILE OF STUDENTS GRADUATING FROM TEACHER EDUCATION,
ACADEMIC YEAR 1981 - 1982

INTRODUCTION

This report summarizes characteristics of the students who completed the Teacher Education Program at Iowa State University during the 1981-1982 academic year. The purpose of the report is to profile these graduates according to selected variables which include sex, college, teaching level, quarter/semester admitted and type of admission to teacher education, number of transfer hours, quarter/semester graduated, major areas of concentration and achievement data (including high school rank, ACT scores, grade point average at the time of admission to teacher education and cumulative grade point average at the time of graduation). Attitudinal data were also collected at the time of graduation for the same population. These attitudinal data are summarized in Report No. 5 in the Iowa State University Teacher Education Evaluation Project (in press).

DATA COLLECTION

Data were collected on the population of Fall and Spring Semester graduates for the 1981-1982 school year from records of the University Admissions and College of Education Student Services Offices.

CHARACTERISTICS OF THE SAMPLE

Examination of Table 23 reveals the following general information about the graduates: the majority (77%) of the graduates were women; most (70%) graduated in May, 1982, at the end of the Spring Semester; 44 percent planned to enter the teaching field at the secondary level.

Fifty percent of the teacher education graduates came from the College of Education and 24 percent came from the College of Home Economics. Thirteen percent reported graduating from the College of Science and Humanities while four percent came from the College of Design.

Regarding the type of admission to the Teacher Education Program, more than 99 percent were granted full admission and fewer than one percent had originally received tentative or special admission (Table 24). The majority of the students (56%) had no transfer hours when admitted to teacher education, while 38 percent transferred 100 or fewer hours (Table 25).

Elementary Education was the most frequently declared major among teacher education graduates (34%) as indicated in Table 26. Home economics education (14%), physical education (11%), preschool/kindergarten (11%), and agricultural education (8%) were the next most frequently mentioned majors. Majors declared by fewer than two percent of the graduates included: speech, mathematics, chemistry, and foreign languages. Combining the number of students declaring majors in mathematics and the physical sciences, fewer than four percent of the graduates declared majors in these areas. Consistent with the data reported in Section 2 of this report, these data also suggest that

TABLE 23

Characteristics of Teacher Education Graduates

CHARACTERISTIC/GROUPING	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
SEX			
Female	296	77.3	77.3
Male	87	22.7	22.7
TOTAL	383	100.0	100.0
SEMESTER GRADUATED			
Fall, 1981	115	30.0	30.0
Spring, 1982	268	70.0	70.0
TOTAL	383	100.0	100.0
TEACHING LEVEL			
N - K	42	11.0	11.0
K - 6	133	34.7	34.7
K - 12	40	10.4	10.4
7 - 12	168	43.9	43.9
TOTAL	383	100.0	100.0
COLLEGE			
Agriculture	32	8.4	8.4
Design	14	3.7	3.7
Education	193	50.4	50.4
Home Economics	94	24.5	24.5
Science and Humanities	50	13.1	13.1
TOTAL	383	100.0	100.0

TABLE 24

Type of Admission to the Teacher Education Program

TYPE OF ADMISSION	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
Full	381	99.5	99.5
Tentative	1	0.3	0.3
Special	1	0.3	0.3
TOTAL	383	100.0	100.0

TABLE 25

Number of Transfer Hours

HOURS	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
None	216	56.4	56.4
Less than 10	31	8.1	8.1
10 - 49	45	11.7	11.7
50 - 100	71	18.6	18.6
101 and over	20	5.2	5.2
TOTAL	383	100.0	100.0

majors in these areas are disproportionately underrepresented among the secondary education teacher education graduates.

Information was also collected on the teaching minors chosen by the graduates. Since 69 percent of the graduates did not declare a minor area, this information is not included in the tables. It should be noted, however, that among the students who did declare a minor, health studies (N=19), and general science (N=8) were frequently mentioned areas. In addition, 26 of the students seeking to teach at the elementary level chose mental disabilities as an endorsement area.

Eighty-nine percent of the students graduating during the 1981-1982 school year applied to teacher education during or after Spring Quarter, 1980 (Table 27). Ninety-seven percent of the students graduating in the 1981-1982 school year also student taught during the school year (Table 28). Thus, in general, students apply to the Teacher Education Program between one and one-half years before student teaching, and most students teach during their senior year.

Tables 29 and 30 present information about the academic qualifications of the 1981-1982 graduates. Sixty-five percent of the teacher education graduates ranked in the top 25 percent of the teacher education class with respect to grade point average (Table 29). The mean ACT score was 21.8 (Table 30), well above the national average of 17.2 for students majoring in education fields (Sawyer, 1980, p. 74) and also above the national average of 20.1 for students enrolled in public colleges offering a PhD (Sawyer, 1980, p. 24).

Grade point averages for graduates at the time they were admitted and when they graduated are provided in Tables 31 and 32 At the time of

TABLE 26

Teaching Area of Specialization (Major)

MAJOR	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
Elementary Education	132	34.5	34.5
Home Economics Education	52	13.6	13.6
Physical Education	49	12.8	12.8
Preschool/Kindergarten (N-K)	42	11.0	11.0
Agricultural Education	32	8.4	8.4
Art	14	3.7	3.7
Industrial Education	12	3.1	3.1
English	11	2.9	2.9
Music	9	2.4	2.4
Social Studies (History, Sociology, Political Science)	9	2.4	2.4
Biology	8	2.1	2.1
Speech	5	1.3	1.3
Mathematics	4	1.0	1.0
Chemistry	2	0.5	0.5
Foreign Language	2	0.5	0.5
TOTAL	383	100.0	100.0

TABLE 27

Quarter/Semester of Admission to the Teacher Education Program

QUARTER/SEMESTER	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
Spring, 1982	2	0.5	0.5
Fall, 1981	49	12.8	12.8
Spring, 1981	94	24.5	24.5
Winter, 1981	76	19.8	19.8
Fall, 1980	58	15.1	15.1
Spring, 1980	64	16.7	16.7
Winter, 1980	7	1.8	1.8
Fall, 1979	12	3.1	3.1
Spring, 1979	14	3.7	3.7
Winter, 1979	2	0.5	0.5
Before Winter, 1979	5	1.3	1.3
TOTAL	383	100.0	100.0

TABLE 28

Quarter/Semester Completed Student Teaching

QUARTER/SEMESTER	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
Spring, 1982	176	46.0	46.0
Fall, 1981	196	51.2	51.2
Before Fall, 1981	11	2.9	2.9
TOTAL	383	100.0	100.0

admission to teacher education, over half (55%) of the students had grade point averages of 2.76 or higher; at graduation, nearly three-fourths (73%) of the same group had a grade point average of 2.76 or higher. A similar improvement can be observed at the opposite end of the scale, with 25 percent of the graduates having a grade point average of 2.5 or lower at the time of admission and nine percent having a grade point average of 2.5 or lower at the time of graduation.

TABLE 29
Rank in High School Graduating Class

PERCENTAGE RANK	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
1	7	1.8	2.3
2	6	1.6	2.0
3	5	1.3	1.7
4	9	2.4	3.0
5	9	2.4	3.0
6	7	1.8	2.3
7	12	3.1	4.0
8	11	2.9	3.6
9	10	2.6	3.3
10	8	2.1	2.7
11-15	46	12.0	15.3
16-20	36	9.4	12.0
21-25	30	7.8	10.0
26-30	20	5.2	6.6
31-35	18	4.7	6.0
36-40	16	4.2	5.3
41-50	31	8.1	10.3
51-60	12	3.1	4.0
61-70	7	1.8	2.3
71-100	1	0.3	0.3
Not specified	82	21.4	****
TOTAL	383	100.0	100.0

TABLE 30

ACT Scores for Teacher Education Graduates

SCORE	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
28 and above	22	5.7	7.9
26-27	29	7.6	10.5
20-25	142	37.1	51.3
17-19	51	13.3	18.4
16 and below	33	8.6	11.9
Not available	106	27.7	****
	TOTAL	383	100.0
Mean ACT = 21.8 (N=277)			

TABLE 31

Cumulative Grade Point Averages at Time of Admission to Teacher Education

GRADE POINT AVERAGES	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
3.76-4.00	13	3.4	3.4
3.51-3.75	18	4.7	4.7
3.26-3.50	48	12.5	12.5
3.01-3.25	53	13.8	13.8
2.76-3.00	78	20.4	20.4
2.51-2.75	77	20.1	20.1
2.30-2.50	93	24.3	24.3
**Less than 2.30	3	0.8	0.8
	TOTAL	383	100.0

** Students may be admitted to teacher education on a tentative basis with a grade point average between 2.0 and 2.29. These students on tentative admit status must raise their grade point average to 2.3 in order to remain in the program.

TABLE 32

Cumulative Grade Point Averages at Time of Graduation from Teacher Education

GRADE POINT AVERAGES	NUMBER	RELATIVE (PCT)	ADJUSTED (PCT)
3.76-4.00	14	3.7	3.7
3.51-3.75	45	11.8	11.8
3.26-3.50	55	14.4	14.4
3.01-3.25	80	20.9	20.9
2.76-3.00	85	22.2	22.2
2.51-2.75	71	18.5	18.5
2.30-2.50	31	8.1	8.1
**Less than 2.30	2	0.5	0.5
TOTAL	383	100.0	100.0

** Students may be admitted to teacher education on a tentative basis with a grade point average between 2.0 and 2.29. These students on tentative admit status must maintain a GPA of 2.3 in teacher education courses in order to remain in the program.

SUMMARY AND CONCLUSIONS

A profile of 1981-1982 graduates of the Iowa State Teacher Education program was presented in this report. Demographic, achievement and program information on the total population of 383 students who graduated during the 1981-1982 academic year was presented. Over two-thirds of these students (70%) graduated at the end of Spring Semester. Seventy-seven percent were female, and more than half (56%) entered Iowa State University as freshmen (no transfer hours). Fifty percent were enrolled in the College of Education and nearly half (44%)

planned to teach at the secondary level. Elementary education was the most frequently reported major (N=132). Fourteen students were enrolled in the majors concentrating in mathematics and science areas, a disproportionately low statistic based on current demand in these areas.

Information on student programs indicated that students applied to teacher education one and one-half years or less before they enrolled in student teaching and that most enrolled in their senior year. Slightly more students student taught in the Fall Semester (N=196) than in the Spring Semester (N=196).

Academically, these teacher education graduates rank relatively high. The average percentage rank in high school graduating classes was 22.6; the mean grade point average at the time of admission to teacher education was 2.87. The grade point average at the time of graduation was 3.04. Additional attitudinal and program information on the 1981/82 graduates will be available in Report No. 5 in the Iowa State University Teacher Education Evaluation Project. Report No. 3 in the project (published in May 1982) contains these data for the 1980/81 graduates and the Spring 1980 graduates.

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